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ABSTRACT

Data from 18,385 first-time full-time students, approximately 10% of total freshmen enrolled during 1977-78 at Illinois public community colleges, who took the American College Testing Program (ACT) test showed average ACT composite scores of 16.7 and average high school grade point averages (GPA) of 2.6, compared with national norms for entering freshmen of 18.6 and 2.97 respectively. Comparison of ACT scores and GPA for Illinois community college freshmen since 1973 showed a decrease each year in average ACT score from the average 1973 score of 18.0, while average high school GPA increased each year. Over 50% of test participants said they would apply for financial aid, and 58% expected to work while in college and needed assistance in locating employment. Students identified a need for improvement in math skills (48%), for assistance in choosing a major (44%), for improving study skills (40%) and reading skills (38%), and for personal counseling (31%). Students expressed the following degree aspirations: 60% aspired to bachelor's degrees or higher, 29% aspired to two-year degrees, and 6% wanted less than two-year certificates. Business/commerce was the most popular vocational choice (20%). Field of study was cited as the most important factor in making a college choice (48%); other factors were tuition (22%), location (19%), and type of instruction (10%).

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ABSTRACT OF THE
AMERICAN COLLEGE TESTING
CLASS PROFILE FOR
1977-78 FRESHMEN
ENROLLED IN ILLINOIS PUBLIC
COMMUNITY COLLEGES

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APRIL, 1978

ABSTRACT OF THE ACT CLASS PROFILE FOR 1977-78 FRESHMEN
ENROLLED IN ILLINOIS PUBLIC COMMUNITY COLLEGES

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PREFACE

Studies on the characteristics of community college students are of particular interest to the local colleges, the Illinois Community College Board, and to other state agencies. For this reason, during the last five years, the ICCB has made arrangements to purchase the American College Testing (ACT) Class Profile for students enrolled in Illinois public community colleges. This statewide class profile provides student characteristics and ACT test results in the very same format as the class profile report which each college gets for the students who take the ACT test and enroll at their institution.

The primary use of the ACT Class Profile of students enrolled in Illinois public community colleges is to enable the local community colleges to compare the characteristics of their students with the characteristics of other community college students in the state rather than with college and university students. The characteristics of community college students are distinctly different from those of university students. For example, the community college students have lower average ACT scores overall, different special educational needs, different educational aspirations, and different reasons for going to college than students attending senior institutions.

The ICCB does not require all community college students in Illinois to take the ACT test nor do all colleges require the ACT test, although it is the most common used entrance test in the state. ICCB policies do require the colleges to screen students that are allowed entry into baccalaureate-oriented curricula to ensure that they have ability and competence similar to that possessed by students admitted to Illinois public universities. Many community colleges use the ACT test and high school grade point average as two of the basic criteria for this purpose.

Although the reader may wish to use the entire ACT Class Profile Report of 1977-78 Illinois public community college freshmen for detailed study and comparison, this abstract is prepared to give a brief over-view of the highlights contained in that report and to provide a comparison of the characteristics of Illinois community college students with state and national norms. The format presented in this abstract might also serve as a model for a brief profile of student characteristics at the local community college.

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HIGHLIGHTS OF THE ACT CLASS PROFILE

The highlights listed below identify the characteristics of 18,385 students who took the American College Testing Program (ACT) and enrolled as freshmen during the Fall 1977 term at an Illinois public community college.

1. This report showed that the average ACT composite score for Illinois public community college freshmen who took the ACT test was 16.7* and their average high school grade point average was 2.6 (C+). The average score on the various tests were as follows: English 16.2, Mathematics 15.4, Social Studies 15.4, and Natural Science 19.2.
2. The comparison of average ACT scores and high school grade averages of Illinois public community college Fall 1977 freshmen with national norms for all college freshmen shows that national norms are higher than the average ACT scores and high school grade averages of Illinois public community college students. This reflects the fact that the public community colleges have open admission policies rather than selective admission which is often based on a minimum ACT score and high school grade average at most four-year institutions.
3. In comparing ACT scores and high school grade averages of Illinois public community college students since 1973, we note that average ACT composite scores have decreased each year from 18.0 for Fall 1973 freshmen to 16.7 for Fall 1977 freshmen while the average high school grades have been increasing each year.
4. Over one-half (54%) of all community college freshmen taking the ACT test indicated that they would apply for financial aid assistance with 58% indicating they expected to work while in college and would like some assistance in locating employment.
5. Community college freshmen who took the ACT test indicated a need for improving math skills (48%), for assistance in choosing a major (44%), for improving study skills (40%), for improving reading skills (38%), and for personal counseling (31%).
6. Illinois public community college Fall 1977 freshmen who took the ACT test expressed the following educational degree aspirations: 60% of the students aspired to obtain a bachelor's degree or higher, 29% of the students aspired to obtain a two-year degree, and 6% aspired to obtain a certificate of less than two years in length.
7. The Business/Commerce profession was the most popular first vocational choice (20%) of the Illinois public community college freshmen taking the ACT test. This field was also selected as the most often planned educational major.
8. The single most important factor in making a college choice by the Fall 1977 freshmen enrolled in Illinois public community colleges who took the ACT test was "Field of Study" which was selected by 48% of the students. Other factors which were often indicated as being the most important were: tuition cost (22%), location (19%), and type of institution (10%).

* The range of scores on the ACT test is from 1 to 36.

INTRODUCTION

The American College Testing Program (ACT) is probably the most widely used testing program by colleges and universities in the Midwest for admission, placement, and counseling purposes. Although many public community colleges in Illinois do not require the ACT test for admission, it is the most often used standardized national test in Illinois community colleges. In addition, many high school students take the ACT test during their junior or senior year in high school prior to deciding which college they want to attend and hence, their scores are available even if the college does not require them for admission. For these reasons, we would expect the sample in this ACT profile to represent primarily full-time students directly out of high school more so than students who are older and have enrolled in the community college. The data in the ACT Class Profile verifies these conclusions. For example, 71% of the Illinois community college students taking the ACT test were 18 or 19 years old during 1977, 75% were full-time students, and 86% planned to attend college during the day.

This report includes data for 18,385 students who took the ACT test. These students were mostly full-time, first-time enrolled freshmen at community colleges. The number of full-time, first-time freshmen enrolled in Illinois public community colleges was just over 30,000 students, hence, the proportion of these students who took the ACT was fairly large. However, since many community college students are part-time, the ACT characteristics cannot be applied to all students. The 18,385 students represent approximately 10% of the total freshmen enrollment in the community colleges. Hence, the characteristics presented in this report represent only those community college students who took the ACT test and cannot be generalized to all community college students.

Individual student ACT data are a very useful tool for academic counseling, class placement, and assessing needed special services. These data become even more useful when compared to the college's ACT Class Profile. The Class Profile is a very useful tool for describing the student characteristics at a given college and for assessing the needs for various types of services that may be indicated. For example, the Class Profile is a very valuable source of data for admissions, financial aid, placement, counseling, student activities, and instructional programs. Again, this data becomes more useful when statewide community college norms are available. This is one of the purposes of the State Composite ACT Class Profile for Illinois Community College Students.

AVERAGE ACT SCORES OF 1977-78 FRESHMEN
ENROLLED IN ILLINOIS PUBLIC COMMUNITY COLLEGES

Table 1 below shows the average American College Testing (ACT) scores on the various subtests for the freshmen enrolled in Illinois public community colleges during the Fall 1977 term who took the ACT test. The standard scores on the ACT tests range from a highest possible score of 36 to a low of 1. The national average score for each of the ACT tests is around 18 although it varies slightly among the subtests and from year to year. The data in Table 1 are presented separately for men and women because there is a marked difference on some of the subtest averages for these two groups. Men obtained higher average scores in natural science, mathematics, and social sciences, while women obtained higher scores in English.

Table 1 provides statewide data for Illinois public community college students which is very useful for local use in analyzing the ACT Class Profile. The comparison at the local level should carefully consider the sample of students who take the ACT tests at the local college.

Table 1

MEAN ACT STANDARD SCORES* OF 1977-78 FRESHMEN
ENROLLED IN ILLINOIS PUBLIC COMMUNITY COLLEGES

<u>ACT TEST</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
English	15.4	16.8	16.2
Mathematics	16.9	14.2	15.4
Social Studies	16.1	14.8	15.4
Natural Sciences	20.2	18.3	19.2
Composite	17.3	16.2	16.7
Number of Students	8,193	10,192	18,385

*ACT Scores Range from a High of 36 to a Low of 1. t-test was significant at the .01 level.

DISTRIBUTION OF ACT SCORES AND HIGH SCHOOL GRADES
OF ILLINOIS COMMUNITY COLLEGE FRESHMEN

Table 2 shows a comparison of the distribution of ACT composite scores of Illinois community college Fall 1977 freshmen with national norms. This analysis shows that about 26 percent of the Fall 1977 freshmen enrolled in Illinois public community colleges had very high academic ability as measured by the ACT test. For example, 5% of these students had ACT scores in the 26 to 36 range, and 19% in the 21 to 25 range. This accounts for 24% of the Fall 1977 freshmen in the ACT profile who were enrolled in Illinois public community colleges and indicates that these students could have been admitted to most four-year colleges but chose instead to enroll at a community college.

TABLE 2

COMPARISON OF THE DISTRIBUTION OF ACT COMPOSITE SCORES OF
ILLINOIS COMMUNITY COLLEGE FALL 1977 FRESHMEN
WITH ALL ENROLLED FRESHMEN IN THE ACT NATIONAL SAMPLE

ACT Standard Score	Ill. Pub. Comm. Coll. Enrolled Fall 1977 Freshmen	National College Enrolled Freshmen
26-36	5%	14%
21-25	19%	26%
16-20	31%	28%
1-15	44%	32%

Table 3 below shows a distribution of the students among the various grade categories. This analysis shows what percentage of the Fall 1977 Illinois community college freshmen had high school grades in each of the grade categories and revealed that 63% of these students had high school grade averages of A or B with an additional 34% having a C grade average. Only 2% of the Fall 1977 Illinois Community College freshmen reported a high school grade average of a D.

TABLE 3

COMPARISON OF THE PERCENTAGE OF ILLINOIS COMMUNITY COLLEGE
FALL 1977 FRESHMEN IN VARIOUS HIGH SCHOOL GRADE CATEGORIES WITH ALL
NATIONAL COLLEGE BOUND STUDENTS

Grade Point Average	Typical Grade	Ill. Comm. Coll Enrolled Freshmen	All National Coll. Enrolled Students
3.50 - 4.00	A	14%	30%
2.50 - 3.49	B	49%	50%
1.50 - 2.49	C	34%	19%
0.50 - 1.49	D	2%	1%
0.00 - 0.49	F	0%	0%

COMPARISON OF AVERAGE ACT SCORES OF ILLINOIS PUBLIC COMMUNITY
COLLEGE FALL 1977 FRESHMEN WITH NATIONAL NORMS

Table 4 below shows a comparison of average ACT scores of Illinois public community college Fall 1977 freshmen who took the ACT test with averages obtained by all university and college bound students in the United States who took the ACT test during 1977-78. This data shows that the average ACT scores of Illinois community college freshmen were slightly lower than for the national sample of all freshmen enrolled at colleges and universities in the United States. These data are not at all surprising but simply reflect the fact that the public community colleges of Illinois have "open admission" policies and do not select students on the basis of admission test scores (often the ACT test) as do many four-year colleges and universities. In addition, the sample of Illinois community college students include students in the various occupational certificate and degree programs, general studies certificate programs, as well as students in the baccalaureate programs.

TABLE 4

A COMPARISON OF AVERAGE ACT SCORES OF
ILLINOIS PUBLIC COMMUNITY COLLEGE FALL 1977 FRESHMEN
WITH NATIONAL NORMS

ACT Test	Illinois Community College Enrolled Freshmen		National College Enrolled Freshmen	
	<u>Mean</u>	<u>Stan. Dev.</u>	<u>Mean</u>	<u>Stan. Dev.</u>
English	16.2	5.1	17.7	5.3
Mathematics	15.4	7.2	17.6	7.8
Social Science	15.4	6.7	17.4	7.3
Natural Science	19.2	6.0	21.1	6.6
Composite	16.7	5.3	18.6	5.9
No. of Students	18,385		47,614*	

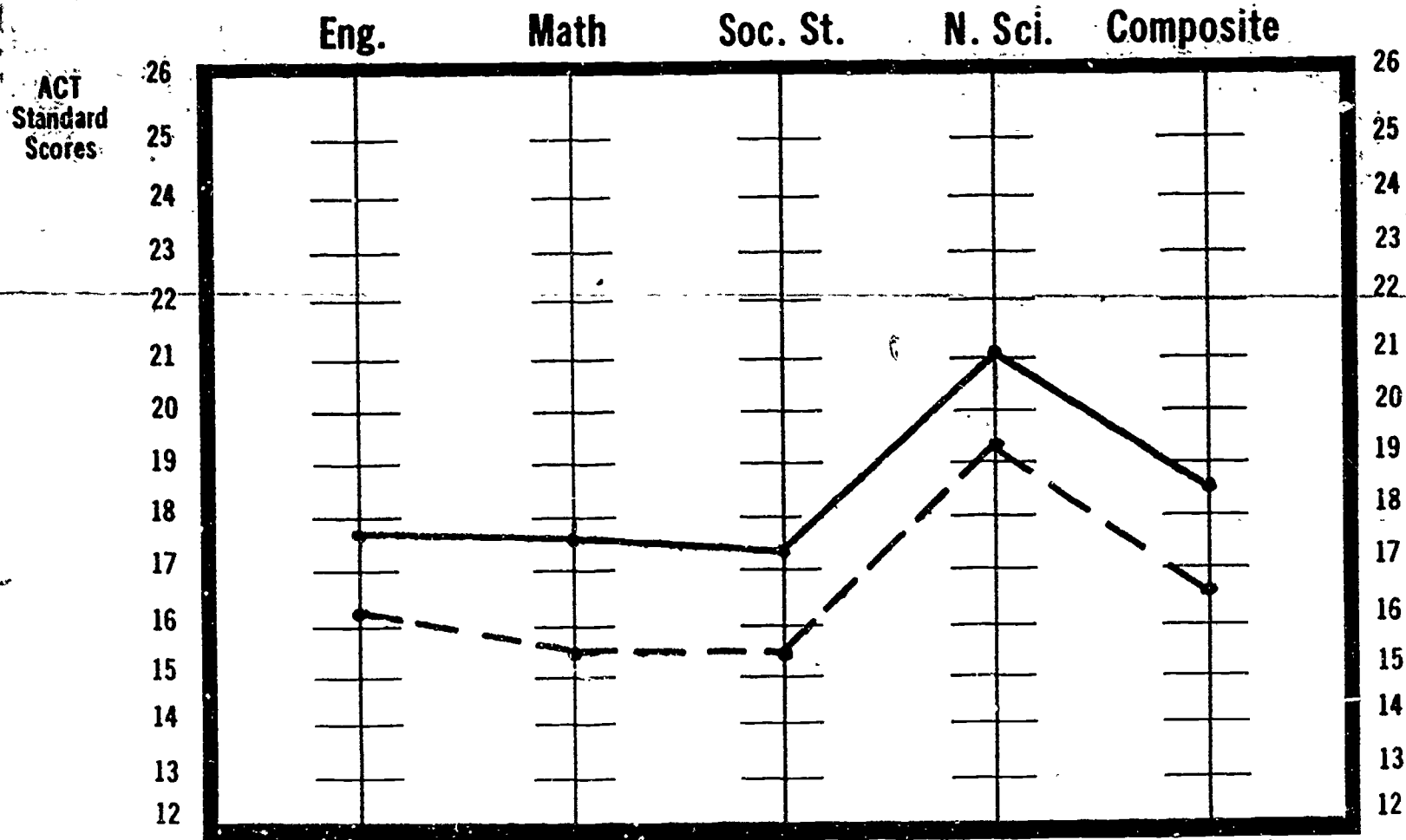
Stan. Dev. = Standard Deviation. t-test was significant at the .01 level
ACT score range = 1-36

* Represents 10% national sample

The chart on the opposite page illustrates the comparison of the average ACT test scores of Illinois community college freshmen with national norms for all two-year and four-year college and university freshmen.

Each local community college also receives a similar chart with the local college scores marked.

Comparison of the Mean ACT Scores with Means of Other Groups



National Mean: 17.7 17.6 17.4 21.1 18.6
 State Mean: 16.2 15.4 15.4 19.2 16.7
 Local Mean: _____
 National: _____ State: - - - - - Local: _____

CHART 1

Source: Local - Table 1.1; State - Table 1.1

SELF-REPORTED HIGH SCHOOL GRADES

Another measure of academic ability that is reported in the ACT Class Profile Report is the self-reported high school grades. Although these are self-reported grades which tend to vary from actual grades received in certain cases, studies have shown them to be fairly reliable when used with large samples. Table 5 shows the average high school grades in the subject areas listed for the Fall 1977 freshmen who took the ACT test.

Women in this report had higher high school grades than did men; however, men scored higher on the ACT tests than did the women. The average high school grades of freshmen have been going up, but the average ACT scores have been decreasing during the past five years.

TABLE 5

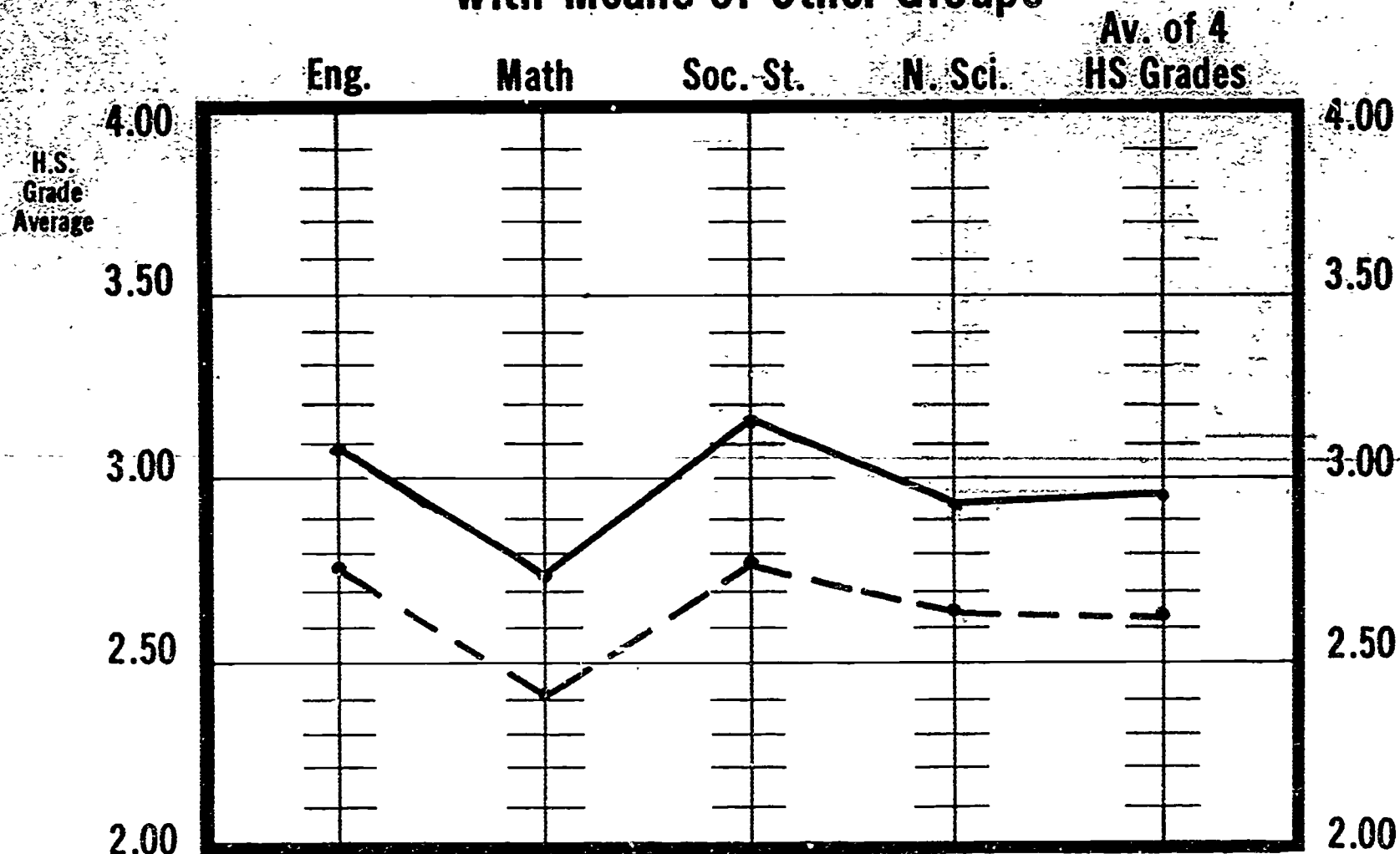
SELF-REPORTED HIGH SCHOOL GRADES FOR 1977-78
FRESHMEN ENROLLED IN ILLINOIS PUBLIC
COMMUNITY COLLEGES AS INDICATED ON ACT PROFILE

	Men	Women	Total
High School English Grades	2.57*	2.92*	2.77*
High School Mathematics Grades	2.33	2.49	2.41
High School Social Studies Grades	2.72	2.82	2.78
High School Natural Science Grades	2.59	2.69	2.65
Average for the 4 High School Grades	2.54	2.73	2.64

*Mean Grade Point Average based on a 4 point scale (A=4, B=3, C=2, D=1)
t - test was significant at the .01 level

The chart on the opposite page shows a comparison of average (mean) high school grades by subject area of Illinois community college students with national norms. The data shows that Illinois community college freshmen have lower high school grade averages than all college and university freshmen in the nation who take the ACT test.

Comparison of the Mean High School Grades with Means of Other Groups



National Mean: 3.09 2.74 3.16 2.93 2.99
State Mean: 2.77 2.41 2.78 2.65 2.64
Local Mean: _____

National: _____ State: - - - - - Local: _____

CHART 2

Source: Local - Tables 1.5 & 1.6; State - Tables 1.5 & 1.6

t-test showed significant difference in all areas at the .01 level.

COMPARISON OF ACT SCORES AND HIGH SCHOOL GRADES FROM
1973 THROUGH 1977

The two tables below show an analysis of the average ACT scores and self-reported high school grades for Illinois public community college freshmen from 1973 through 1977. This analysis shows that the average high school grades of these students have been increasing slightly each year. It is uncertain whether the cause of this increase is more achievement on the part of the students or easier grading on the part of the teachers. The average ACT scores, on the otherhand, have been decreasing each year since 1973. It should be noted that average ACT scores have also been decreasing nationally for the past few years. However, they have increased in 1977 in almost every category.

TABLE 6

AVERAGE ACT SCORES IN ILLINOIS PUBLIC COMMUNITY
COLLEGE FRESHMEN FROM 1973 THROUGH 1977

	English	Math	Soc. St.	N. Sci.	Composite
1973-74	17.0	17.6	17.3	19.5	18.0
1974-75	17.0	17.4	17.1	19.8	17.9
1975-76	16.5	16.2	16.3	19.6	17.3
1976-77	16.4	15.5	15.8	19.3	16.9
1977-78	16.2	15.4	15.4	19.2	16.7

ACT scores range from a high of 36 to a low of 1

TABLE 7

AVERAGE SELF-REPORTED HIGH SCHOOL GRADES FOR
ILLINOIS PUBLIC COMMUNITY COLLEGE FRESHMEN
FROM 1973 THROUGH 1977

	English	Math	Soc. St.	N. Sci.	Ave. of 4 HS Grades
1973-74	2.61	2.19	2.62	2.45	2.48
1974-75	2.69	2.26	2.70	2.51	2.54
1975-76	2.72	2.30	2.70	2.55	2.57
1976-77	2.75	2.36	2.73	2.60	2.61
1977-78	2.77	2.41	2.78	2.65	2.64

Mean G.P.A. based on a 4 point scale (A=4, B=3, C=2, D=1)

WHY STUDENTS CHOSE THE COMMUNITY COLLEGE

With the enrollments in postsecondary education leveling off or declining, there is considerable interest in knowing why students choose a particular college to attend. The 1977-78 freshmen enrolled in Illinois public community colleges who took the ACT tests indicated what they considered to be the single most important factor in making a college choice on the profile. Table 8 below shows a comparison of these responses from Fall 1974 through Fall 1977. The most frequently indicated factor for choosing the community college was "field of study." Tuition cost, location, and type of institution were also frequently mentioned. This analysis indicates that students are choosing the community colleges primarily because they are offering the programs that they are interested in pursuing and secondarily because of lower tuition cost. A location in their own community is the third most important factor.

TABLE 8

COMPARISON OF SINGLE MOST IMPORTANT FACTOR IN MAKING COLLEGE CHOICE FROM FALL 1974 THROUGH FALL 1977 IN ILLINOIS PUBLIC COMMUNITY COLLEGES ON ACT PROFILE

Factors in Making Choice	Percentage of Students Indicating as Most Important Factor			
	<u>Fall 1974</u>	<u>Fall 1975*</u>	<u>Fall 1976*</u>	<u>Fall 1977*</u>
Field of Study	47%	47%	47%	48%
Tuition Cost	21%	22%	22%	22%
Location	16%	18%	19%	19%
Type of Institution	12%	11%	9%	10%
Student Body Composition	2%	1%	2%	2%
Enrollment Size	1%	1%	1%	1%
Other Activities	1%	3%	3%	2%

*Percentages do not add up to 100% which is due to the fact that some of the students listed more than one factor as being most important.

A comparison of factors in making a college choice for the past two years shows that field of study and type of institution are the factors that increased in importance in making a college choice during 1977.

SPECIAL EDUCATIONAL NEEDS

Table 9 below shows the special educational needs that were indicated by the community college freshmen on the ACT profile. Of particular interest is the large percentage of students who indicate need for assistance for improving math skills (48%), in choosing a major (44%), and for improving study skills (40%). These special educational needs indicate a special need in the community colleges for adequate counseling services and developmental programs. The chart on the next page shows how these special needs of community college freshmen compare with national norms.

TABLE 9

**SPECIAL EDUCATIONAL NEEDS REPORTED BY 1977-78 FRESHMEN
ENROLLED IN ILLINOIS PUBLIC COMMUNITY COLLEGES**

Special Assistance Needed In:	Men	Women	Total
Choosing a Major	45%	44%	44%
Improving Writing Skills	27%	29%	28%
Improving Reading Skills	39%	37%	38%
Improving Study Skills	42%	38%	40%
Improving Math Skills	45%	50%	48%
Personal Counseling	32%	31%	31%

Table 10 below shows an analysis of the special education needs of freshmen enrolled in Illinois public community colleges who took the ACT test from 1972 through 1977. This analysis shows that the percentage of students who indicated a need for improving reading skills increased during the past year while the percentage of students indicating a need for a special assistance in other areas either decreased or remained the same as last year. It is uncertain whether this increase is caused by a shift in needs or by a change in the sample of the students who take the ACT test.

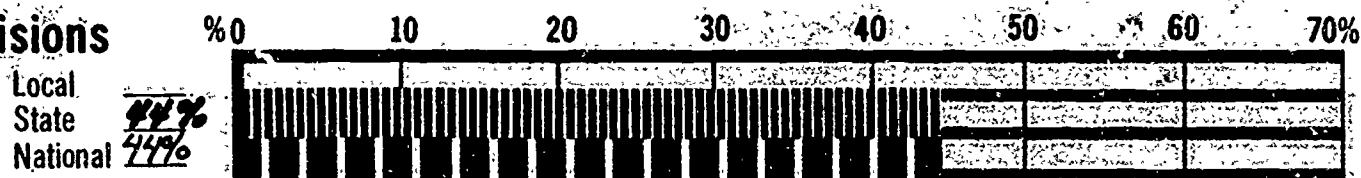
TABLE 10

**SPECIAL EDUCATIONAL NEEDS REPORTED BY FRESHMEN ENROLLED
IN ILLINOIS PUBLIC COMMUNITY COLLEGES FROM 1972 THROUGH 1977**

Special Assistance Needed In:	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
Choosing a Major	41%	38%	39%	44%	45%	44%
Improving Writing Skills	42%	40%	34%	29%	28%	28%
Improving Reading Skills	36%	30%	32%	39%	37%	38%
Improving Study Skills	47%	40%	40%	43%	40%	40%
Improving Math Skills	52%	51%	54%	56%	48%	48%

Percent of Students with Special Educational Needs

Educ. & Voc. Decisions



Expressing Ideas in Writing



Reading Speed & Comprehension



Improving Study Skills



Improving Math Skills



Personal Counseling



-11-

EDUCATIONAL DEGREE ASPIRATIONS

Table 11 below shows the educational degree aspirations of Illinois public community college Fall 1977 freshmen who took the ACT test. The categories shown on the ACT profile represent the highest degree aspirations and do not provide for the step by step progress that many students make in completing first a two-year college degree, then a bachelor's degree, and often later, an advanced degree. Hence, 60% of the students aspired to obtain a bachelor's degree or higher, 29% of the students aspired to obtain a two-year degree, and 6% aspired to obtain a certificate of less than two years in length. These data do not show the great need for short term programs which are in demand by part-time adult students in the public community colleges because the ACT sample is composed primarily of full-time students directly out of high school.

TABLE 11

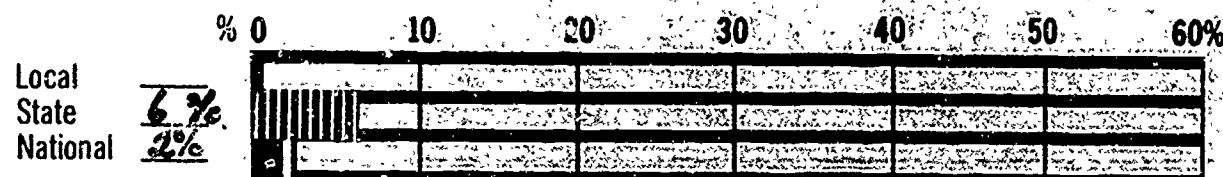
EDUCATIONAL DEGREE ASPIRATIONS OF
ILLINOIS PUBLIC COMMUNITY COLLEGE FALL 1977 FRESHMEN

	MEN	WOMEN	TOTAL	NATIONAL SAMPLE
Vocational or Technical Program (Less than Two Years)	5%	6%	6%	2%
Two-Year College Degree	24%	34%	29%	12%
Bachelor's Degree	42%	38%	40%	45%
One or Two Years of Graduate Study (MA, MBA, Etc.)	11%	8%	10%	16%
Professional Level Degree (Ph.D, MD, LLB, or JD)	12%	9%	10%	20%
Other	5%	5%	5%	4%

The chart on the next page shows a comparison of the educational degree aspirations of Illinois community college freshmen taking the ACT test with national norms. Of particular interest is the great diversity of degree aspiration of community college students.

Educational Degree Aspirations

Voc. or Tech. Program (Less than 2 years)



Two-Year College Degree



Bachelor's Degree



One or Two Years Grad. Study (MA, MBA, etc.)



Professional Level Degree (PhD, MD, LLB, JD, etc.)



Other

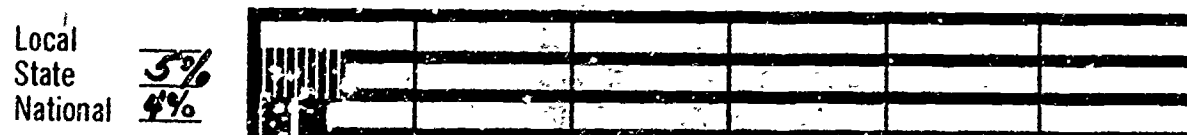


CHART 4

Source: Local - Table 3.2; State - Table 3.2

RACIAL ETHNIC BACKGROUND BY INCOME LEVEL

Table 12 below shows a distribution of Fall 1977 Illinois Community College Freshmen who took the ACT test by racial/ethnic background and income level. This table shows clearly the relationship between minority racial/ethnic background and low income level. In comparison to data received on the ICCB enrollment reports a much smaller percentage of minority groups take the ACT test. For example, Afro-Americans make up over 11.5% of the enrollment in Illinois public community colleges but only 4% of those taking the ACT test.

TABLE 12

PERCENTAGE DISTRIBUTIONS OF RACIAL/ETHNIC
CLASSIFICATION-BY-INCOME-LEVEL

	Under \$3000	\$3000- 5999	\$6000- 7499	\$7500- 8999	\$9000- 11999	\$12000- 14999	\$15000- 19999	\$20000- Over	Total Number	%
Afro-American	15%	24%	13%	12%	11%	11%	7%	6%	512	4%
Amer. Indian	6	10	7	4	12	17	23	21	113	1
Caucasian Amer.	2	4	4	5	14	19	25	27	9184	80
Mexican Amer.	6	6	6	10	22	22	18	10	125	1
Oriental Amer.	5	7	7	9	16	16	20	21	82	1
Spanish Amer.	14	23	11	15	12	7	14	4	94	1
Other	7	9	5	8	13	19	21	19	429	4
Prefer not to respond	6%	8%	6%	6%	15%	18%	20%	23%	898	8%

EDUCATIONAL MAJORS AND VOCATIONAL CHOICES

Table 13 below shows the educational majors and first vocational choices which were reported by Illinois Community College freshmen taking the ACT test. The data are shown in percentages and in order of most often reported. Also shown in the table is a comparison with national data for all college and university freshmen taking the ACT test.

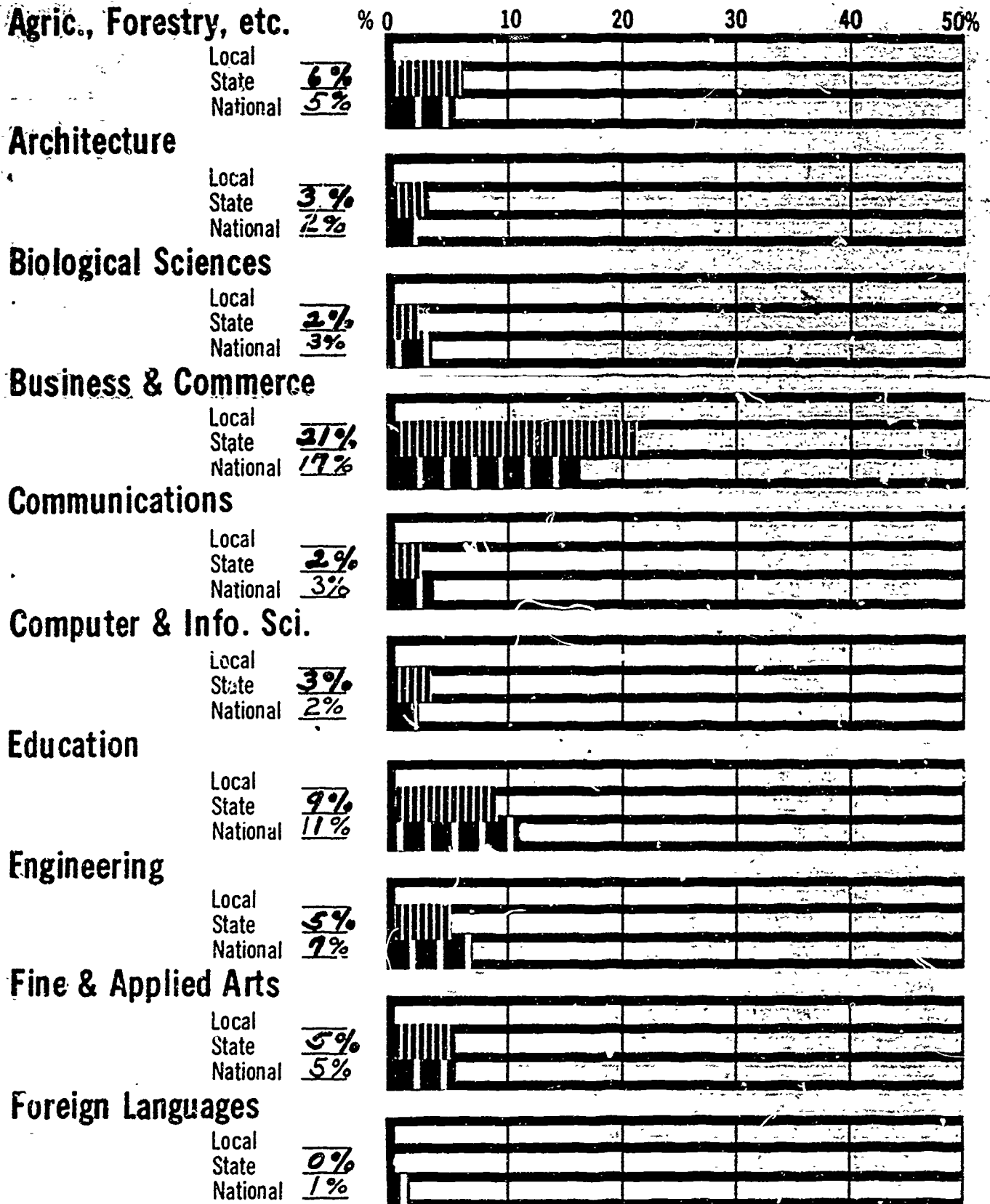
TABLE 13

PLANNED EDUCATIONAL MAJORS AND VOCATIONAL CHOICE FIELDS
OF ILLINOIS COMMUNITY COLLEGE FRESHMEN COMPARED TO
NATIONAL SAMPLE COLLEGE AND UNIVERSITY FRESHMEN

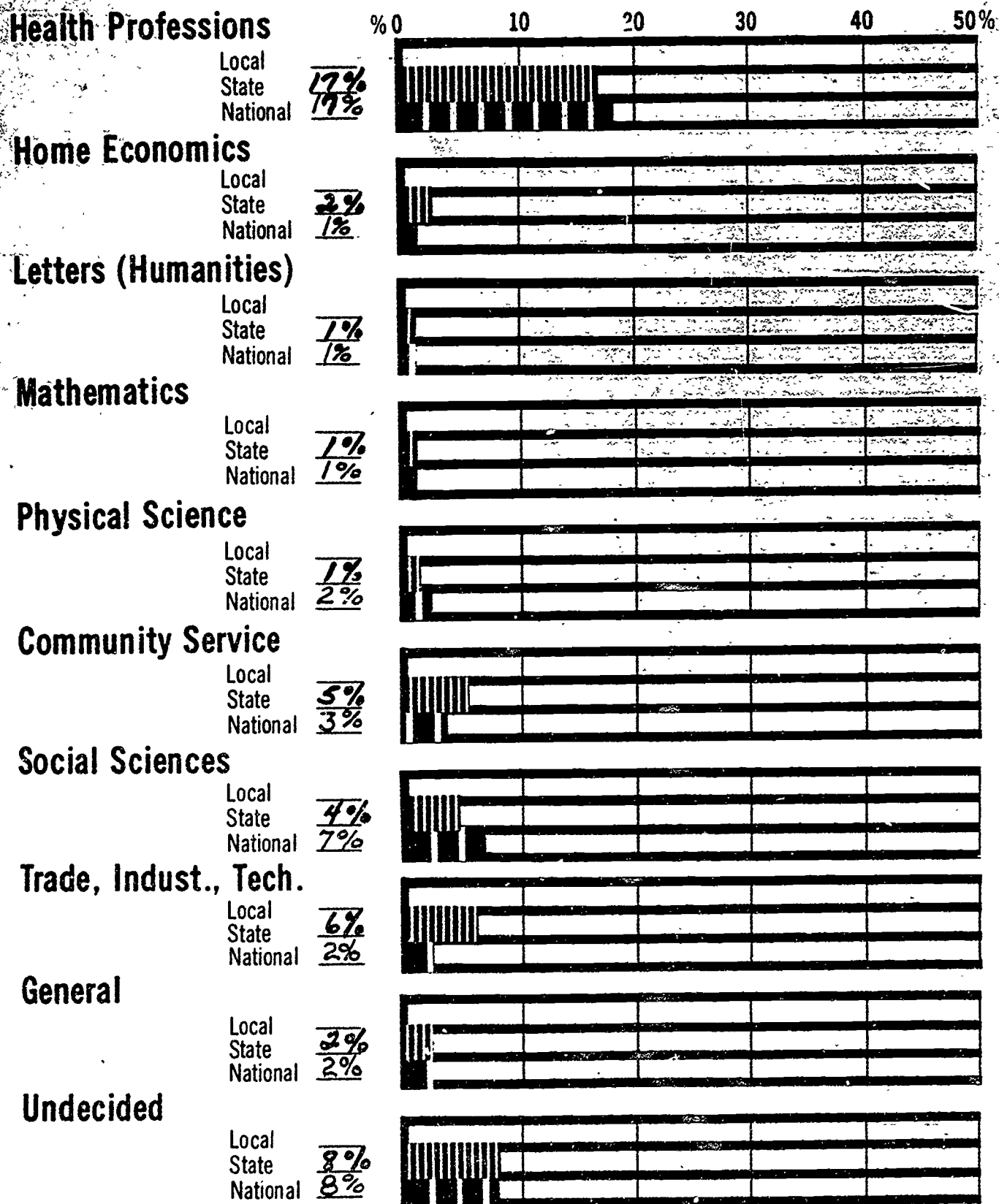
	<u>Illinois Community College Freshmen</u>		<u>National College and University Freshmen</u>	
	<u>Educational Major</u>	<u>First Voc. Choice</u>	<u>Educational Major</u>	<u>First Voc. Choice</u>
Business & Commerce	21%	20%	17%	16%
Health Professions	17%	17%	17%	19%
Education	9%	9%	11%	12%
Undecided	8%	9%	8%	9%
Trade & Industrial Tech.	6%	7%	2%	3%
Agriculture/Forestry	6%	6%	5%	5%
Community Service	5%	5%	3%	4%
Engineering	5%	5%	7%	6%
Fine & Applied Arts	5%	4%	5%	5%
Social Sciences	4%	4%	7%	7%
Computer & Info. Science	3%	4%	2%	2%
Architecture	3%	3%	2%	2%
Communications	2%	2%	3%	3%
Home Economics	2%	2%	1%	1%
Biological Sciences	2%	1%	3%	2%
Letters (Humanities)	1%	1%	1%	1%
Physical Science	1%	1%	2%	1%
General Studies	2%	0	2%	0
Mathematics	1%	0	1%	0
Foreign Languages	0	0	1%	0

The charts on the next two pages show comparisons of planned educational majors of Illinois public community college freshmen who took the ACT test with national norms.

Planned Educational Majors



Planned Educational Majors (Continued)



ESTIMATED FAMILY INCOME OF FALL 1977
ILLINOIS PUBLIC COMMUNITY COLLEGE FRESHMEN

Table 14 shows a summary of the family incomes of 1977-78 freshmen as estimated by the student on the ACT profile. Although 12 percent of the students indicated that they did not know their family incomes and another 23 percent considered this information confidential, the data provided are useful for comparative purposes for the individual community colleges.

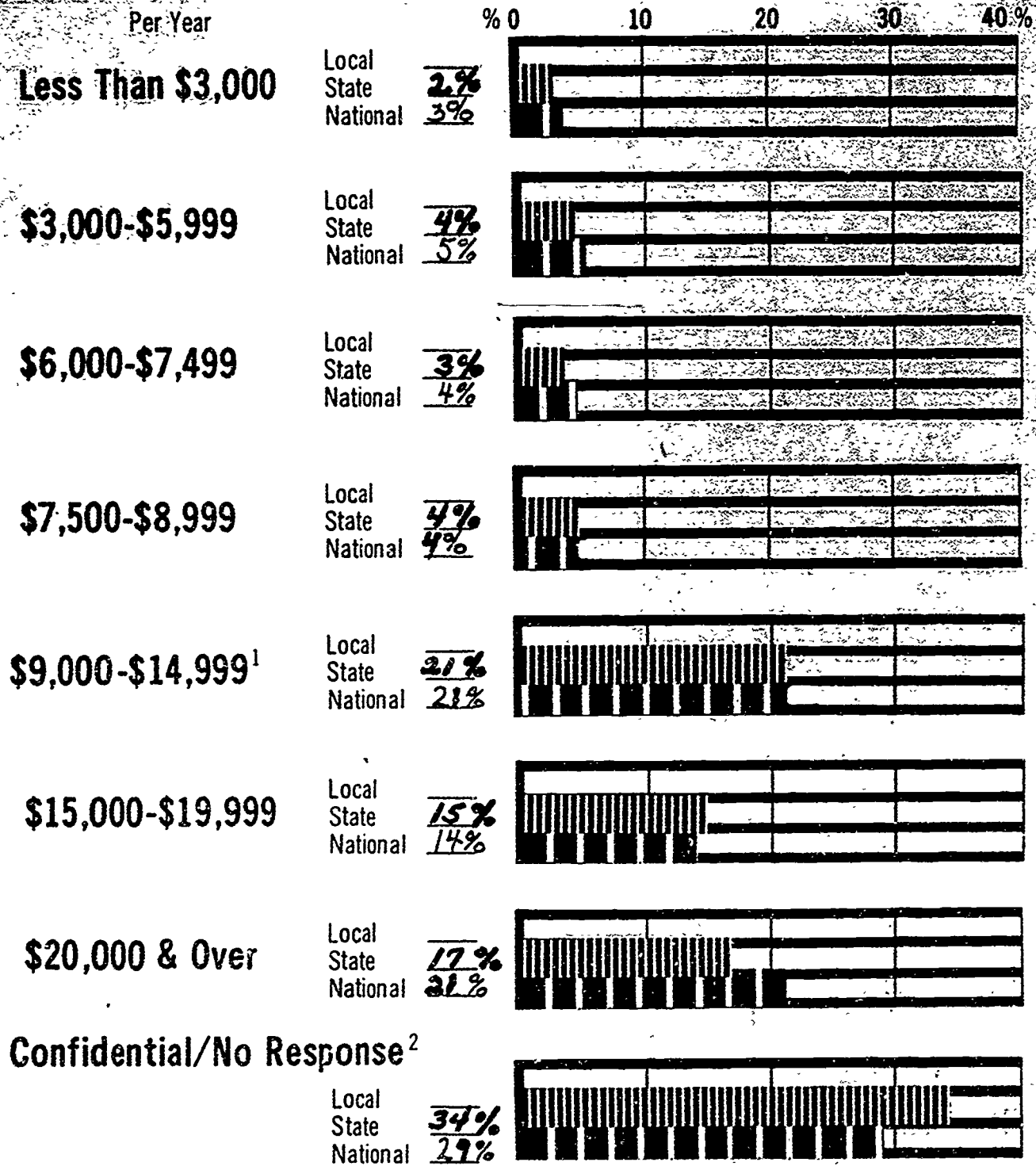
TABLE 14

ESTIMATED FAMILY INCOME OF 1977-78 FRESHMEN
ENROLLED IN ILLINOIS PUBLIC COMMUNITY COLLEGES
AS INDICATED ON THE ACT PROFILE

Estimated Annual Family Income	Number of Students	Percent of all Responding	Percent of Those Indicating Estimated Income	Cumulative Percent of Those Indicating Estimated Income
Less than \$ 3,000	406	2%	3%	3%
3,000-5,999	676	4	6	9
6,000-7,499	538	3	4	13
7,500-8,999	660	4	6	19
9,000-11,999	1649	9	14	33
12,000-14,999	2197	12	18	51
15,000-19,999	2840	15	24	75
20,000 and Over	3050	17	25	100%
Subtotal	(12,016)	(66)	100%	---
Considered Confidential	4136			
Do Not Know	2233			
Total	18,385	100%		

The chart on the next page compares the income level of Illinois community college freshmen who took the ACT test with national norms.

Students' Estimated Total Family Income before Taxes



¹ Add the two percentages for the categories (\$9,000-\$11,999) and (\$12,000-\$14,999).

² On Local data, add the percentages for the categories "Consider Info Confidential" and "No Response."

FINANCIAL AID NEEDS

Table 15 shows the comparison of the Fall 1976 Illinois Community College freshmen with Fall 1977 freshmen responding to the ACT item dealing with expected financial aid needed by them to help meet college expenses. Over one-half (54%) of all community college freshmen indicated that they would apply for financial assistance with an additional 58% indicating they expected to work while in college and would like some assistance in locating employment. This indicates a substantial need for college placement services for students who seek part-time work while they are in college in addition to serving the needs of students after they complete their education at the community college.

TABLE 15

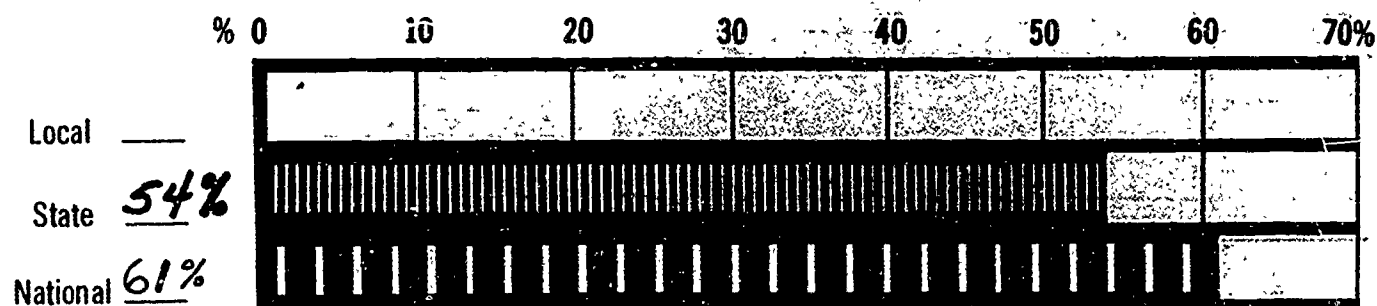
COMPARISON OF FINANCIAL AID NEEDS AND WORK EXPECTATIONS
OF ILLINOIS PUBLIC COMMUNITY COLLEGE 1976 FRESHMEN WITH
1977 FRESHMEN AS INDICATED ON THE ACT PROFILE

	<u>1976-77</u>			<u>1977-78</u>		
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Expects to Apply for Financial Aid	51%	54%	53%	53%	56%	54%
Expects to Work While in College and Would Like Help Finding Employment	58%	55%	57%	59%	57%	58%

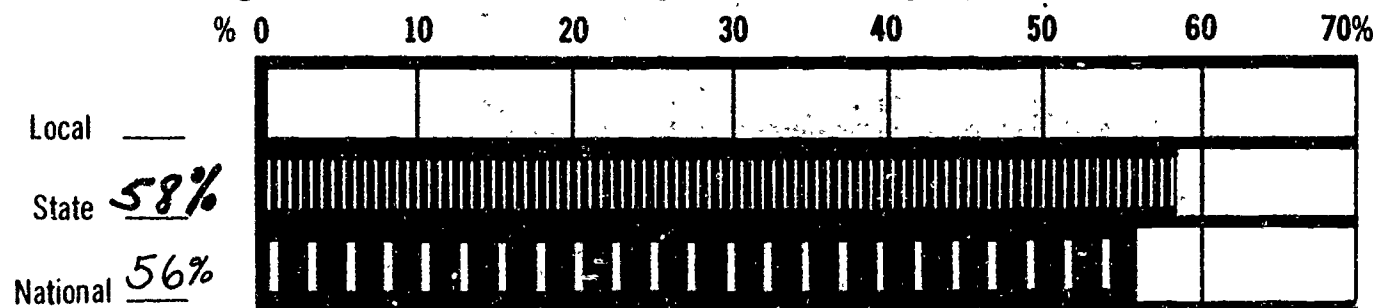
The chart on the next page shows a comparison of the financial needs of Illinois Community College freshmen who took the ACT test with national norms. Although a lower percentage expect to apply for financial aid than the national sample, a higher percentage expect to work while in college and would like help finding employment.

Percent of Students Who Expressed Financial Need

Expect to Apply for Financial Aid



Expect to Work While in College and Would Like Help Finding Employment



UNIVERSITY OF CALIF.
LOS ANGELES

JUN 16 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES